



Student Clinical Manual

Department of Counselor Education

INTRODUCTION

Many students have questions or concerns about the clinical course sequence, and this manual is designed to assist in addressing these concerns.

The Practicum/Internship course sequence is designed as a culminating departmental experience which allows the student to practice and refine the skills that have been learned in previous courses. In the clinical courses the student will apply what has been learned by integrating theory and experience in a way that makes sense to the student and is helpful to his/her clients. Therefore, the student must have completed a minimum of 24 credit hours of course work which includes the completion of the following core courses: COUN 501 Introduction to Counseling, COUN 670 Counseling Theory and Techniques and COUN 675 Group Counseling (COUN 675 may be taken concurrently with COUN 690).

Additionally, the following course work must be completed prior to COUN 690 for students in a specific academic discipline:

School Counseling Program - COUN 660 Organization and Administration of School Counseling and EPSY 661 Counseling Exceptional and At-Risk Children and Adolescents (prior to or concurrently with COUN 690)

Clinical Mental Health Counseling Program – COUN 545 Community Agency Counseling (prior to COUN 690), and COUN 555 Differential Diagnosis and Treatment Planning (prior to COUN 693 or 694)

Addictions Track within CMHC - COUN 551: Substance Abuse and Addictions: Individual, Family, and Society, and COUN 553: Treating Substance Abuse and Co-occurring Disorders (prior to COUN 693 or COUN 694).

The student must plan to finish his/her program in the academic year the internship is completed.

The course sequence is designed to include participation in intensive “hands on” experiences in an area of counseling at a site of the student’s choice. Weekly on-campus-seminars will be held to integrate theory and small group practice and to enable the student to discuss clinical experiences and concerns. In addition, one hour of individual supervision is scheduled on campus with a faculty individual supervisor during the Practicum semester.

The clinical sequence is offered as a series of two or three semester courses. The Department assumes that the individual who takes this series of courses is ready for this intensive experience. In the event the individual cannot demonstrate the basic counselor skills and knowledge competencies required to counsel clients at the Clinical Site, the TCNJ faculty instructor may require course withdrawal, appropriate remediation, and/or alternative placement and scheduling.

Students are expected to behave professionally at their clinical sites and to follow the American Counseling Association (ACA) Ethical Standards in the performance of all clinical responsibilities. The faculty supervisor reserves the right to (1) discipline and/or dismiss from the course any student who behaves unprofessionally or unethically at the site, and (2) exact grading penalties, including grades of F, for the course or for any work or assignments associated with such disciplinary actions.

The following page provides a summary of important information concerning the clinical sequence.

THE CE CLINICAL EXPERIENCE

IMPORTANT INFORMATION

Do you qualify for clinical placement at this time?

- Completed 24 credits
- Completed the following core courses: COUN 501 Introduction to Counseling, COUN 670 Counseling Theory and Techniques, COUN 675 Group Counseling (or concurrently)
- Plan to graduate at the completion of internship
- Program specific requirements:
 - a. School Counseling - COUN 660 (prior to COUN 690) and EPSY 661 (prior to or concurrently with COUN 690);
 - b. Clinical Mental Health Counseling – COUN 545 (prior to COUN 690), and COUN 555 (prior to COUN 693 or 694).

Select your clinical site and supervisor

- Does it meet your professional needs?
- Does the site supervisor have a minimum of an MA and 2 years of professional experience?
- Does the site supervisor have appropriate certifications and licenses?
- Does the site supervisor have relevant training in clinical supervision (e.g., has completed training and/or a course in supervision, is an approved clinical supervisor, etc.)? (see the Site Supervisor Vita for more details)
- Is the site supervisor able to have time for regular supervision (a minimum of one hour per week for individual supervision)?
- Will you be able to digitally record counseling sessions?

How much time must I devote to my clinical experience?

- A total of 720 hours (120 hours of Practicum hours and 600 hours of Internship hours)
- 280 hours (of the 720) must be direct client contact including individual, group, consultation, and other counseling services (e.g., family counseling, addictions counseling) relevant to the student's program specialization
- The Counselor Education Department prioritizes practicum and internship experiences that offer face-to-face clinical opportunities, and seeking such sites for these experiences should be each student's goal. We also recognize that as a result of such clinical services being offered online through COVID, that many sites are choosing to retain the option to offer online counseling for the clients they serve. In order to both support students who have a professional interest in online counseling, as well as students who wish to engage in rich clinical experiences with sites that do offer, and may perhaps require, some online counseling, the Department will allow for up to 30% of direct hours to occur in an online/virtual modality. As it is important not to practice outside your area of professional training, you must receive appropriate training in providing online counseling prior to engaging in the practice. It is expected that this training will occur through your clinical site and be compliant with their own policies and procedures governing the practice.
- 1 hour per week of on-site supervision by your site supervisor
- 1 hour per week of **ON CAMPUS** individual supervision during the Practicum
- 1 1/2 hours per week in class with your faculty group supervisor

CLINICAL SEQUENCE

Practicum (COUN690) is the first course in this clinical course sequence, and followed by Internship (COUN 693 or COUN 694/695) which can be completed in either one-term or two-terms. A student taking a one-term Internship will take Practicum (COUN 690) in the fall semester. A student taking a two-term Internship will take Practicum (COUN 690) in either the spring or summer term prior to Internship. The student must plan to finish his/her program in the academic year the internship (COUN 693 or 695) is completed.

Students in the Clinical Mental Health Counseling Program may choose one of the following clinical course sequence options.

	Practicum (COUN 690)	Internship (COUN 693 OR COUN 694/695)
Option 1:	Spring semester	COUN 694 in Fall semester AND COUN 695 in Spring semester
Option 2	Summer	COUN 694 in Fall semester AND COUN 695 in Spring semester
Option 3	Fall semester	COUN 693 in Spring semester

Students in the School Counseling Program may choose one of the following clinical course sequence options.

	Practicum (COUN 690)	Internship (COUN 693 OR COUN 694/695)
Option 1	Spring semester	COUN 694 in Fall semester AND COUN 695 in Spring semester
Option 2	Fall semester	COUN 693 in Spring semester

PRACTICUM SEMINAR (COUN 690)

Course Description

The purpose of this course is to provide students with highly supervised counseling experiences. Students will establish counseling relationships with appropriate clients, develop and implement counseling interventions, and work within the structure of a counseling site. Students are required to participate in a practicum placement experience specific to their counseling program specialization. The practicum placement will be approved and supervised by the college. Field visitations as well as individual and group supervision will be integral parts of this practicum experience.

Practicum

Learning Goals

A. Overarching Goals

1. Understands the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation. [II F.1.b]
2. Understands professional counseling organizations, including membership benefits, activities, services to members, and current issues. [II F. 1. f]
3. Understands professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. [II F. 1. g]
4. Understands ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. [II F. 1. i]
5. Understands a systems approach to conceptualizing clients. [II F. 5. b]
6. Knows counselor characteristics and behaviors that influence the counseling process. [II F. 5. f]
7. Knows essential interviewing, counseling, and case conceptualization skills. [II F. 5. g]

B. Content Learning Goals

Clinical Mental Health Counseling

1. Understands theories and models related to clinical mental health counseling.

[CMHC 1. B]

2. Understands etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders. [CMHC 2. B]
3. Understands legal and ethical considerations specific to clinical mental health counseling. [CMHC 2. L]
4. Knows professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. [CMHC 2. K]
5. Understands record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [CMHC 2. M]

School Counseling

1. Knows school counselor roles as leaders, advocates, and systems change agents in P-12 schools. [SC 2. A]
2. Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [SC 2. B]
3. Understands school counselor roles in school leadership and multidisciplinary teams. [SC 2. D]
4. Understands characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. [SC 2. G]
5. Understands professional organizations, preparation standards, and credentials relevant to the practice of school counseling. [SC 2. L]
6. Understands legal and ethical considerations specific to school counseling. [SC 2. N]
7. Knows development of school counseling program mission statements and objectives. [SC 3. A]
8. Knows skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. [SC 3. H]

C. Performance Goals

For Clinical Mental Health Counseling

1. Knows psychological tests and assessments specific to clinical mental health counseling. [CMHC 1. E]
2. Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. [CMHC 2. C]
3. Understands potential for substance use disorders to mimic and/or

co-occur with a variety of neurological, medical, and psychological disorders. [CMHC 2. E]

4. Understands the impact of biological and neurological mechanisms on mental health. [CMHC 2. G]
5. Understands legislation and government policy relevant to clinical mental health counseling. [CMHC 2. I]
6. Knows cultural factors relevant to clinical mental health counseling. [CMHC 2. J]
7. Understands legal and ethical considerations specific to clinical mental health counseling. [CMHC 2. L]
8. Understands record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [CMHC 2. M]
9. Knows intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. [CMHC 3. A]
10. Knows techniques and interventions for prevention and treatment of a broad range of mental health issues. [CMHC 3. B]

School Counseling

1. Knows models of P-12 comprehensive career development. [SC 1. C]
2. Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [SC 2. B]
3. Knows community resources and referral sources. [SC 2. K]
4. Understands legal and ethical considerations specific to school counseling. [SC 2. N]
5. Knows interventions to promote academic development. [SC 3. D]
6. Understands use of developmentally appropriate career counseling interventions and assessments. [SC 3. E]
7. Knows techniques of personal/social counseling in school settings. [SC 3. F]
8. Knows interventions to promote college and career readiness. [SC 3. J]

Clinical Requirements for Practicum

Practicum COUN 690 requires a one hundred twenty (120) hour clinical experience during one academic term. Forty (40) of these hours must be in direct client contact. For the students in the Clinical Mental Health Counseling Program with addictions counseling concentration, a minimum of 20 hours of the direct client contact must be in addictions counseling. The remaining hours will be in other professional

activities. The Practicum will also consist of a variety of supervised clinical experiences including:

1. A one and one-half (1 1/2) hour group seminar that will meet each week at the college. A faculty member will give direction to the practicum experiences and will be a liaison with the On Campus Individual Supervisor and Site Supervisor.
2. An average of seven to eight (7-8) hours per week will be spent at the clinical site. Of those, approximately 3 hours per week will be spent engaged in direct client contact. The remaining time will be devoted to other professional activities.
3. The Site Supervisor will provide one (1) hour of clinical supervision each week and direct the student's work at the site. Weekly written supervisory feedback will be provided to the student. Refer to the Weekly Supervision Session Log in the Appendix Section.
4. The student will also be assigned to a faculty or an affiliate faculty member who will serve as his/her On Campus Individual Supervisor. This supervisor will review student progress each week and a minimum of three audio- or videotapes of a student's counseling sessions during the semester (All tapes must be of good auditory quality to fulfill this requirement). On campus individual supervision will be for one hour a week and take place at a time to be determined by the assigned supervisor at the beginning of the Practicum.
5. The site supervisor, or their designee, will be physically on the site premises when the student is seeing clients. Any such designee must meet the same professional requirements as site supervisors and be aware that they are to serve in the role of supervisor should the student require immediate supervision.

INTERNSHIP COUN 693 (ONE TERM) OR COUN 694/695 (TWO TERMS)Course Description

The purpose of this course is to provide students with an intensive, supervised on-the-job counseling experience specific to students' counselor education program specialization and totaling a minimum of 600 hours. Emphasis will be upon analyzing and strengthening the application of counseling skills, maximizing utilization of community resources and facilities, and identifying and developing the consultation skills needed to negotiate professional counseling and administrative systems. Internship placements will be approved and supervised by the college. Advanced level weekly on-site individual and on campus group supervision sessions are required components of this internship experience.

Learning Goals**A. Overarching Goals**

1. Understands advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. [II F. 1. E]
2. Understands professional counseling organizations, including membership benefits, activities, services to members, and current issues. [II F. 1. F]
3. Understands professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. [II F. 1. G]
4. Understands ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. [II F. 1. J]
5. Knows self-care strategies appropriate to the counselor role. [II F. 1. L]
6. Understands multicultural counseling competencies. [II F. 2. C]
7. Knows a systems approach to conceptualizing clients. [II F. 5. B]
8. Knows theories, models, and strategies for understanding and practicing consultation. [II F. 5. C]
9. Knows counselor characteristics and behaviors that influence the counseling process. [II F. 5. F]
10. Knows essential interviewing, counseling, and case conceptualization skills. [II F. 5.G]

B. Program Specific Content Learning Goals**Clinical Mental Health Counseling**

1. Understands theories and models related to clinical mental health counseling. [CMHC 1. B]
2. Knows principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. [CMHC 1. C]
3. Understands the impact of crisis and trauma on individuals with mental health diagnoses [CMHC 2. F]
4. Understands cultural factors relevant to clinical mental health counseling. [CMHC 2. J]
5. Understands professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. [CMHC 2. K]
6. Understands legal and ethical considerations specific to clinical mental health counseling. [CMHC 2. L]
7. Knows techniques and interventions for prevention and treatment of a broad range of mental health issues. [CMHC 3. B]

School Counseling

1. Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [SC 2. B]
2. Understands school counselor roles in school leadership and multidisciplinary teams. [2. D]
3. Knows school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. [SC 2. E]
4. Knows characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. [SC 2. G]
5. Understands professional organizations, preparation standards, and credentials relevant to the practice of school counseling. [SC 2. L]
6. Understands legal and ethical considerations specific to school counseling. [SC 2. N]
7. Knows development of school counseling program mission statements and objectives. [SC 3. A]
8. Knows skills to critically examine the connections between social,

familial, emotional, and behavior problems and academic achievement.
[SC 3. H]

C. Program Specific Performance Goals

Clinical Mental Health Counseling

1. Knows psychological tests and assessments specific to clinical mental health counseling. [CMHC 1. E]
2. Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, aftercare, and the mental health services network. [CMHC 2. C]
3. Understands the impact of biological and neurological mechanisms on mental health. [CMHC 2. G]
4. Understands legislation and government policy relevant to clinical mental health counseling. [CMHC 2. I]
5. Understands cultural factors relevant to clinical mental health counseling. [CMHC 2. J]
6. Understands legal and ethical considerations specific to clinical mental health counseling. [CMHC 2. L]
7. Knows record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. [CMHC 2. M]
8. Understands intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. [CMHC 3. A]
9. Knows techniques and interventions for prevention and treatment of a broad range of mental health issues. [CMHC 3. B]
10. Knows strategies to advocate for persons with mental health issues. [CMHC 3. E]

School Counseling

1. Understands the history and development of school counseling. [SC 1. A]
2. Understands assessments specific to P-12 education. [SC 1. E]
3. Understands school counselor roles as leaders, advocates, and systems change agents in P-12 schools. [SC 2. A]
4. Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [SC 2. B]
5. Understands competencies to advocate for school counseling roles. [SC 2. F]
6. Knows community resources and referral sources. [SC 2. K]

7. Understands legal and ethical considerations specific to school counseling. [SC 2. N]
8. Understands design and evaluation of school counseling programs. [SC 3. B]
9. Understands core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. [SC 3. C]
10. Understands use of developmentally appropriate career counseling interventions and assessments. [SC 3. E]
11. Knows strategies to facilitate school and postsecondary transitions. [SC 3. G]
12. Understands strategies for implementing and coordinating peer intervention programs. [SC 3. M]
13. Understands the use of data to advocate for programs and students. [SC 3. O]

Clinical Requirements for One Term Internship

(COUN 693) (6 credit hours)

A student enrolled in full-time Internship must accumulate six hundred (600) hours in professional activities during one (1) academic term (spring semester). Two hundred and forty (240) of these hours must be in direct client contact, including consultation, individual and group counseling. An Internship site must include opportunities for both individual and group counseling, with a minimum of ten (10) hours of the direct client contact to include facilitating or co-facilitating group work. The students in the Clinical Mental Health Counseling Program with addictions counseling concentration are required to complete a minimum of 300 hours (of 600 hours) in substance abuse and prevention counseling. The remaining hours will be in other professional activities. The Internship will also consist of a variety of supervised experiences including:

1. A one and one-half (1 1/2) hour group seminar supervision that will take place at the college each week with a faculty member. This faculty member will also be working with the Site Supervisor regarding site activities.
2. Thirty-eight and one-half (38 1/2) hours per week will be spent at the site engaged in professional activity. At least sixteen (16) hours of direct client contact must take place. Students must have opportunities for both individual and group counseling, with a minimum of ten (10) hours of the direct client contact in group work. The remaining hours will be in other professional activity.
3. The Site Supervisor will provide the student at least one (1) hour of individual clinical supervision per week, including a review of a minimum of three digital audio or video recordings of counseling sessions. Weekly written supervisory feedback will be given to the student.

Clinical Requirements for Two-Term Internship

(COUN 694/695) (6 credit hours)

A student enrolled for a Two-Term Internship must accumulate six hundred (600) hours in professional activities during two (2) academic terms. (Fall and Spring semester sequence only.) Two hundred and forty (240) of these hours must be in direct client contact, including consultation, individual and group counseling. An Internship site must include opportunities for both individual and group counseling, with a minimum of ten (10) hours of the direct client contact to include facilitating or co-facilitating group work. The students in the Clinical Mental Health Counseling Program with addictions counseling concentration are required to complete a minimum of 300 hours (of 600 hours) in substance abuse and prevention counseling. The remaining hours will be in other professional activities. The two-term Internship will also consist of a variety of supervised experiences including:

1. A one and one-half (1 1/2) hour group internship seminar that will take place at the college each week with a faculty member. This faculty member will also be working with the Site Supervisor regarding site activities.
2. Eighteen and one-half (18 1/2) hours per week will be spent at the site engaged in professional activity. At least eight (8) hours of direct client contact must take place. An Internship site must include opportunities for both individual and group counseling, with a minimum of ten (10) hours of the direct client contact to include facilitating or co-facilitating group work over the two-semester internship. The remaining hours will be in other professional activity.
3. The Site Supervisor will provide the student at least one (1) hour of clinical supervision per week, including a review of a minimum of three digital audio or video recordings of the student's counseling sessions. Weekly written supervisory feedback will be given to the student.

It is important for you to understand that if you take a two-term Internship:

1. You will register for Practicum for the Spring Term or Summer Term prior to the Internship year. (Note: Summer practicum is only available for the students in the CMHC Program.)
2. You must register for a two-term Internship during the Spring registration preceding the academic year in which you plan to enroll. Registration for a two-term Internship requires separate registration for each term - COUN 694 (Fall) and COUN 695 (Spring). You must reregister in the Spring for the Fall Internship and in the Fall for the Spring Internship.
3. You must complete all requisite evaluation forms and have all requisite evaluations made of you during BOTH academic terms in which you are enrolled for the two-term internship.

NOTE:

It is expected that a student in an Internship assumes far more professional responsibility than a student enrolled in a practicum. A student in an Internship is expected to assume all the responsibilities of a regular professional staff member of the setting in which the student is doing the Internship.

As with Practicum, for both one and two term-Internships the site supervisor, or their qualified designee, must be physically on the site premises when the student is seeing clients. Any such designee must meet the same professional requirements as site supervisors and be aware that they are to serve in the role of supervisor should the student require immediate supervision.

Supervision:

Students enrolled in Practicum or Internship are required to have at least one (1) hour per week of on-site individual supervision and one and one-half (1 1/2) hour per week of group supervision (Practicum or Internship Seminar) by approved supervisors. The faculty member who leads your Practicum/Internship Seminar is your Group Supervisor. During Practicum semester, each student will also be assigned to a faculty or an affiliate faculty member who will serve as their On Campus Individual Supervisor. The Department Clinical Coordinator assigns the On Campus Individual Supervisors to students enrolled in Practicum. You will be notified who your On Campus Individual Supervisor will be by the Department of Counselor Education.

CLINICAL SITE REQUIREMENTS

There are a number of requirements the Clinical Field Site must provide which should include:

1. The Clinical site must provide the student with the opportunity to counsel clients and provide clinical supervision of the student's work. The key to student success in the clinical experience is to have a Site Supervisor who spends time reviewing the student's work and coaching the student. At least one (1) hour of individual supervision is required per week. This supervision will span both the Practicum and the Internship experience. Weekly supervisory written feedback will be provided to the student and copies provided to the Faculty Group Supervisor through the Supervision Assist program.
2. An On Site Supervision Agreement is to be signed by both the student and site supervisor through the Supervision Assist program.
3. The Clinical site must provide the student with the opportunity to digitally record the counseling sessions for use in supervision (on campus individual supervision, on site supervision, and/or group supervision). An appropriate consent form must be completed with the client and/or a parent/legal guardian prior to the recording of a session. The details of this requirement are discussed later in this manual.
4. The Site Supervisor must possess the minimum of a master's degree in counseling or a related field with appropriate certifications and/or licenses, have two (2) years of relevant experience, and have relevant training in clinical supervision (see the Site Supervisor Vita for more details.)
5. Site Supervisors are asked to complete an evaluation of the student's progress towards the end of each academic term through the Supervision Assist program. Optimally, evaluations are based on individual learning objectives that are mutually developed at the inception of each clinical experience and which reflect the course objectives and site requirements. Areas of assessment include the following:

Counselor Personal Characteristics
Skills in Counseling
Career Counseling (if applicable)
Referral Skills
Strengths and/or Weaknesses

6. In the event the clinical site cannot provide counseling opportunities and supervision that satisfy the Practicum/Internship requirements, The College of

New Jersey faculty instructor may require student course withdrawal, appropriate changes, and/or alternative placement and scheduling.

7. The student will need to spend a specific minimum number of hours each semester engaged in counseling and counseling related activity, including consultation, individual and group counseling. In addition, students in the Clinical Mental Health Counseling Program with addictions counseling concentration are required to engage in substance abuse and prevention counseling. Each term covers 15 weeks. **Students are required to stay at their clinical site for the duration of their clinical experience, even if their clinical hours are completed.** Any other arrangement requires instructor and supervisor approval and is usually granted only in cases of medical or family crises.
8. Clinical Hours
 - a. Students may not acquire hours at their Practicum site until the semester begins. Exceptions can be made for orientations and other activities pre-arranged with the Clinical Coordinator.
 - b. Students enrolled in all clinical sequences can accumulate up to 120 hours between Fall and Spring semester. In addition, students enrolled in the three-term clinical sequence that starts in Spring semester can accumulate up to 120 hours between the end of Spring semester and the start of Fall semester. Weekly Supervision Logs and Internship Activity Logs will be completed in the Supervision Assist program within 48 hours of each activity. One hour of weekly individual supervision must be provided on site.
 - c. Students are not permitted to have two concurrently running sites during Practicum Semester. However, students may elect to have two sites during Internship to meet their career goals. Each site must meet the clinical requirements and separate site requests must be created in the Supervision Assist program.
9. While individual and group counseling are primary activities of any clinical experience, other professional activities will be part of the learning experience and will be shaped by the student's interests, abilities, past experiences and goals. Some traditional activities have included the following:
 - Individual Counseling (required)
 - Group Counseling (required)
 - Psychoeducation and developmental guidance groups
 - Addictions Counseling (required for substance abuse counseling track within CMHC Program)

- Couple, Marital and Family Counseling
- Consultation
- Crisis Intervention
- Case Conferences
- Parent Conferences
- In-Service and Training Programs
- Orientation of New Clients
- Participation in Departmental Staff Meetings
- Information/Orientation Group Sessions
- Workshop Presentation and Coordination
- Testing
- Writing Case Notes

Home-based Therapy/Services - Courses offered through the Department of Counselor Education are not designed to prepare students for providing home-based therapy and other home-based services. Students who are expected to provide services at a client's home should complete all of the trainings that are required on site prior to performing this task and receive ongoing supervision from the site supervisor. The site is responsible for offering necessary training(s) for providing home-based therapy/services which may include but are not limited to (a) case management, (b) assessment of and reporting of child abuse and neglect, (c) professional issues (i.e., safety, confidentiality, boundaries, professional burnout, etc.), (d) family issues (e.g., family safety, domestic violence, parenting, parent-child interactions, life-skills management, diverse family constellations, and multiculturalism, etc.), (e) mental illnesses including dual diagnosis, (f) lifespan development, and (g) emergency protocols and crisis. Approval for home-based counseling services is dependent upon local and state guidelines and regulations regarding home-visits during the pandemic

While enrolled in the clinical sequence COUN 690, 693, 694/695, students are required to submit digital audio and/or video recordings of counseling sessions to be utilized during supervision including on campus individual, on site, and group supervision. In order to assure HIPAA compliance in regards to digital audio or video-recording counseling sessions for supervision, the Department of Counselor Education purchased ten iPod Touch devices. Students are required to use these devices for all of their clinical recordings for supervision, without exception. Students can sign-out these devices for one week at a time, and can do so through the Program Assistant, or through their Practicum and Internship instructors.

You may not download the content of the recordings onto any other devices, for any reason. This is without exception. It is important that students schedule to review their recording with their supervisor within the one-week timeframe each time they sign out the device and students must delete the recording immediately following the supervision review.

It is critical that students notify the Department of Counselor Education immediately if an iPod Touch device is either lost or stolen. These devices are digitally tracked by the Technology Department at The College of New Jersey, which allows for devices' content to be 'wiped' remotely to protect the content's confidentiality. As an additional protection, all devices are password protected. You will be provided with the password when you sign-out the device.

At least three recordings will be reviewed with their on campus individual supervisor during COUN 690 and at least three recordings will be reviewed with their site supervisor during COUN 693, 694/695. Supervisors will indicate that a recording has been reviewed on the weekly supervision session log sheet. Additionally, these recordings may be reviewed in group supervision as a part of the student case consultation with the appropriate consent for group review signed by the client.

The course instructor for COUN 690, 693, 694/695 will explain this requirement to the site supervisor during the site visits and discuss ways in which the student will be able to meet this requirement at the site. If the site supervisor indicates that the site does not allow recording, then the student will have to make an alternate arrangement such as providing recordings of role-plays. This is only permitted after the group supervisor and site supervisor have explored all possible options for recording of actual counseling sessions. If role-plays are the only option for clinical recordings, students will complete these role-plays with other students in the Counselor Education program. Course instructors will monitor weekly supervision log hours and supervision notes in the Supervision Assist program to ensure that requirements have been met.

Copies of the Permission to Digitally Record Consent Forms are found in the Appendix Section.

10. Students are required to obtain their own professional liability insurance in addition to the coverage provided through The College of New Jersey and/or his/her placement. A copy of the student's certificate of insurance needs to be uploaded into the Supervision Assist program when they apply for a clinical site for practicum, and again when the student renews their professional liability insurance.

The Department suggests membership in American Counseling Association (ACA) and enrollment in the professional liability insurance plan that is available to all ACA graduate student members. For the students in School Counseling Program, American School Counselor Association (ASCA, a division of ACA) also offers the professional liability insurance plan. Each student will need to evaluate the clinical site to determine which professional

liability insurance is appropriate. Student membership benefits for ACA or ASCA can be found in its respective website, counseling.org, or schoolcounselor.org.

12. Students who will be working in a school setting are required by New Jersey State Law to have a negative Mantoux Intradermal Tuberculin Test (TB) result within the past three years. This test may be completed by visiting the Health Center in Eickhoff Hall or a physician's office if the student has not already been tested.

13. Clinical sites may require graduate counseling student interns to be fingerprinted and undergo a criminal history background check or provide assurance that they have not been convicted of, or have charges pending for, any disqualifying offense, which may include, but not be limited to:
 - Any crime of the first or second degree;
 - Any crime involving sexual offense or child molestation;
 - An offense involving the manufacture, transportation, sale, possession, distribution or habitual uses of drugs or any violation involving drug paraphernalia;
 - Any crime involving the use of force or the threat of force to or upon a person or property, including, but not limited to, robbery, aggravated assault, stalking, kidnapping, arson, manslaughter and murder;
 - Any crime of possessing a weapon;
 - A third-degree crime of theft or a related offense;
 - An offense of recklessly endangering another person, terroristic threats, criminal restraint, luring or enticing a child into a motor vehicle or isolated structure;
 - An offense of causing or risking widespread injury or damage;
 - Any crime of criminal mischief, burglary, usury, threat or other improper influences, perjury and false swearing, resisting arrest, or escape;
 - Any conspiracy to commit or attempt to commit any of the crime described above.

14. Student Assistance Coordinator (SAC) Clinical Requirements:

Students pursuing SAC certification are required to complete 300 hours of the total Internship hours (600 hours) performing SAC activities under the supervision of a SAC certified supervisor. The SAC portion of the clinical requirements may or may not be in the same setting as the primary clinical site.

One-hundred and twenty (120) hours, of the required three-hundred (300) hours of professional clinical experience working with a SAC certified supervisor must be in direct client contact, ten (10) hours of which must be

facilitating/co-facilitating group work. The remaining hours will be in other professional activities.

15. Clinical Affiliation Agreement:

While the Clinical Site Approval Request form acts as the agreement between the Department and a student's placement, some sites, typically in community agency settings, may require a separate Clinical or Educational Affiliation Agreement to be completed before students begin accruing hours. The review and approval process of an agreement can take up to several weeks or longer; therefore, students should allow themselves ample time to complete this approval process prior to the start of Practicum/Internship. Students should communicate the need for an affiliation agreement with a potential site immediately to the Clinical Coordinator in order to expedite this process.

16. School Counseling students:

Some school districts require a letter from the College indicating that the student is in good standing and is requesting an internship. To request a letter, complete a *Site Letter Request Form* in the Supervision Assist program. Allow at least one week for our office to send the letter.

17. Pennsylvania School Counseling Sites: Information for Students Seeking Internships in Pennsylvania Schools

A. Many school districts in Pennsylvania require intern applicants to submit an application for an internship containing the following information:

1. letter from the college indicating that the student is eligible for an internship and requesting a placement for a particular semester or semesters, and at which school level (elementary, middle or high school)
2. letter from the student requesting a placement for which semesters and which school level
3. resume
4. original transcript from the Registrar's office
5. TB test results
6. child abuse clearance certification
7. criminal background check certification

Some school districts may require the complete application be directly sent from the Department to the district. It is the student's responsibility to gather this information into a packet and give it to the Clinical Coordinator, along with completing the *Site Letter Request Form* in Supervision Assist, who will then write a letter to the district.

- B. The TB test can be done through your own physician's office or the TCNJ's Health Services in Eickhoff Hall.
- C. To obtain child abuse clearance and criminal background check:
1. Go to www.dpw.state.pa.us
 2. Look at left column and click on "General Information."
 3. Click on "Forms and Publications."
 4. Click on "Pennsylvania Child Abuse History Clearance Forms".
 - Provides instructions
 - Bottom click for Child Abuse Clearance Form and Criminal Record Check
 - Print out copies of both
 5. Child Abuse Clearance Form
 - Fill out section I only
 - Send to provided address with requisite money order
 6. Criminal Record Check Form
 - Fill out Part I only
 - Send to provided address with requisite money order

SELECTING THE CLINICAL SITE

The student is responsible for identifying and securing his/her own clinical site. The selection of a site will depend primarily upon individual goals, but also upon the realities of the availability of site locations and site supervisors.

The student should begin in the Fall term prior to the clinical sequence to clarify their general areas of interest and to attend the Practicum Orientation meeting (first Wednesday in October). If the student continues to have questions due to the nature of an unusual request the Clinical Coordinator should be consulted. The student will want to consider the expectations the Department has for this course, the individual's personal learning goals, and the potential site possibilities when choosing a site. Once a decision has been reached the student will want to explore potential clinical locations.

The student should explore sites that seem most appropriate to his/her needs and contact a staff member within the agency who would act as the supervisor and/or an appropriate administrator with the authority to authorize the student to work at the site. A meeting with this individual should be arranged to determine if the student and the supervisor can work together and to negotiate a preliminary plan for the clinical experience. Once there is an agreement between the student and the clinical site, the student will create an invitation for the site and proposed site supervisor in the Supervision Assist program.

The Supervision Assist program maintains an active directory of clinical sites from successful previous student experiences. In addition to listing sites alphabetically, sites can also be identified geographically on a map to assist in finding sites in a particular region. Student invitations to the Supervision Assist program are provided upon their completion of the Practicum Orientation or upon request. There is a student fee for access to Supervision Assist that must be paid directly in the program upon student registration. This fee affords students lifetime access to the program, allowing students to continue to collect and record their hours in the program to use for licensure purposes. Students should communicate with the Clinical Coordinator if they are unable to identify a clinical site well before the established deadlines for site identification and approval (December 1 for spring practicum, April 1 for summer practicum and April 15 for fall practicum).

Some Settings to Consider:

Educational Settings

- Counseling Offices in Schools
- Vocational Schools
- College Counseling Offices
- Career Planning and Placement Offices
- Educational Opportunity Fund Offices
- Admissions Offices
- Continuing Education Offices

Evening Program Offices
Student Life Offices (Student Activities)
Housing or Residence Life Offices
Campus Ministry Offices
Health Services Offices

Agency Settings

Community Mental Health Centers
Children's Homes
Correctional Settings
Crisis Intervention Centers
Family Planning Centers
Geriatric Care Centers
Hospitals for Mental Illness
Employee Assistance Programs in Industry
Pastoral Counseling Centers
Physician's Offices
Health Maintenance Organizations
Psychiatric Centers
Psychological Consultants to Business, Industry or Education State
Employment Agencies
Suicide Prevention Centers
Vocational Placement Agencies
Welfare Departments
State Department of Human Services

Note: Appropriateness of a site is determined by the student's career goals and specialization as well as the site's ability to satisfy the required clinical activities.

CHANGING THE CLINICAL SITE

All changes in sites should be clinically appropriate and planful. Students must discuss their plans with their Practicum/Internship instructor and the Clinical Coordinator before making any arrangements with the current and new sites. Students must create a new site and supervisor request in the Supervisor Assist program and complete all of the same forms required originally for their first site. All changes must be approved by the department prior to leaving their current site and prior to starting their new intended site. New sites may begin at the start of a semester, or no later than one month before the end of the existing semester, so that students will have on-campus supervision of the new site through their Practicum and Internship classes.

If a site change is to occur at the change of a semester (for example, between fall and spring semesters), students may only accrue additional site hours during the between-semester break under two conditions:

1. Student must continue at their previous semester's site if they wish to accrue hours over the semester break.

2. Student must start the new site one month prior to the semester break, concurrently with the previous site. This will allow for any immediate concerns to be identified and managed with appropriate student support from faculty. Students may not leave their first site during this time in order to start their new site, they must remain at their original site until the end of the semester and fulfil their commitment.

- a. If students are changing sites between Practicum and Internship, and choose to start the new Internship site during the last month of Practicum, those Internship hours will not count towards Practicum hours, nor can they count towards Internship hours. Students should be aware that those additional hours will NOT count. Students may start counting those hours after the end of the Practicum semester, and may accrue up to 120 hours before the start of the Internship semester.

- b. If students are changing sites between Internship semesters (i.e. in a two-semester Internship sequence), students MAY count the concurrent second site hours during their first Internship semester.

DATES AND DEADLINES TO REMEMBER

1. October & February Orientation to the Clinical sequence is required. The purpose of the orientation is to provide further explanation of Clinical considerations and to answer student questions. (Dates to be announced.)

2. Spring or Fall Pre-registration is the time to identify student interest in taking this course sequence.

3. December 1 and April 1,
And April 15 Deadline for selecting a site and submitting the Clinical Site Approval Request form, the On Site Supervision Agreement, and the proposed Site Supervisor's resume to the Clinical Coordinator (spring, summer and fall practicum deadlines) through the Supervision Assist program.

4. December or June
(May for summer Practicum) The student and Site Supervisor will be notified by the Clinical Coordinator of the acceptance of the site and Site Supervisor through the Supervision Assist program.

5. January or September
(TBA for summer Practicum) Begin work at the Clinical site during the week classes begin and attend the first class meeting of Practicum 690.

6. January or September
(TBA for summer Practicum) Review Practicum or Internship course learning goals as well as the list of the clinical requirements and establish specific learning goals to be achieved for the semester.

7. January, May or September Begin meeting with your On Campus Individual Supervisor. This will be someone other than your Site Supervisor or Group Supervisor.

BEGINNING THE CLINICAL SITE ACTIVITY

Weeks One and Two

1. Meet with the Site Supervisor and finalize the expectations each has of one another and the kinds of learning opportunities and experiences to be provided for the duration of the Clinical experience (subject to mutual periodic review and renegotiation). These learning goals are developed to meet the course goals.
2. Secure some work space; a desk, phone, computer access, paper, and pens are usually essential.
3. Meet their staff members and administrators.
4. Explore sources of information available (file system, cumulative records, relevant computer programs, other materials).
5. Attend a staff meeting.
6. Know the buildings and facilities.
7. Discuss the formal and informal organization structure.
8. Shadow the Site Supervisor's facilitation of individual and/or group counseling sessions.
9. Consult with the Site Supervisor for one (1) hour per week. Bring questions, issues and requests for assistance to the Site Supervisor. Receive written feedback from the Site Supervisor on the Weekly Supervision Session Log, and have the supervisor sign the Log of Practicum Activities.

Weeks Three and Four

1. Identify and begin to meet clients.
2. Discuss and learn referral sources.
3. Explore the relationship of the setting to the community and community resources.
4. Consult with the Site Supervisor for one (1) hour per week. Bring questions, issues and requests for assistance to the Site Supervisor. Sample digital audio and/or video recordings of cases and case notes are examples of work that may be reviewed. Receive written feedback from the Site Supervisor on the Weekly Supervision Session Log, and have the

supervisor sign-off on the Clinical Log of Practicum Activities through the Supervision Assist program.

Week Five and Each Week Thereafter

1. Begin counseling or working on related counseling activities more independently.
2. Counseling to include varying number of specified individual and/or group client hours each week depending upon whether you are in practicum, one term or two-term Internship.
3. Consult with the Site Supervisor for one (1) hour per week. Bring questions, issues and requests for assistance to the Site Supervisors. Sample digital audio and/or video recordings of cases and case notes are examples of work that may be reviewed. Receive written feedback from the Site Supervisor on the Weekly Supervision Session Log, and have the supervisor sign-off on the Clinical Log of Practicum Activities through the Supervision Assist program.
4. Solicit specific feedback from the Site Supervisor on how to improve.
5. Maintain other activities at the site.